

Rainbow Playgroup

Kenton Baptist Church Hall, Streatfield Road, Harrow, Middlesex, HA3 9BS

Inspection date

11/02/2013

Previous inspection date

07/10/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children in all age groups form strong attachments with staff. This helps children to feel relaxed, enjoy their time at the playgroup and develop self-confidence and independence.
- Staff support children's communication and language development very well. They make good use of resources to engage their interest and support their individual needs.
- Children who learn English as an additional language make very good progress in their acquisition of spoken English.
- Children behave well as staff consistently promote positive behaviour with clear boundaries and a sensitive approach appropriate to children's age and stage of development.

It is not yet outstanding because

- Staff have not establish partnerships with other providers of the Early Years Foundation Stage in order to determine the type of support that can be offered to complement learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children's activities and staff's interaction with them.
- The inspector held meetings with the manager and children's key workers.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of views of parents spoken to during the inspection.

Inspector

Yasmine Hurley

Full Report

Information about the setting

Rainbow Playgroup registered in 1992. It runs from Kenton Baptist Church hall in the London Borough of Harrow. The playgroup is managed by a parents' committee. Children have access to one main room and toilets on the ground floor. An enclosed outdoor play area is available for outside play. The playgroup is open each weekday from 9.15am to 12.15pm, term time only. It is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. There are currently 11 children on roll in the early years age group. The playgroup supports children with special

needs and/or disabilities and children who learn English as an additional language. The playgroup receives funding for the provision of free early years education for children aged three and four years. There are three members of staff; two of the staff, including the manager, hold relevant early years qualifications at level 3.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further the partnerships with other early years settings the children attend, to consistently promote continuity in their learning and development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are well cared for in a welcoming, bright, children-centred environment that is inclusive and reflects the children's backgrounds, communities and family lifestyles. There is a good range of resources and staff plan stimulating and interesting activities. These effectively cover the seven required areas of learning and development, helping all children, especially children with special needs and/or disabilities and children learning English as an additional language, to make good progress from their starting points. The varying backgrounds of the children attending the playgroup are acknowledged fully. Children and staff represent a wide range of cultures and all are treated with respect. For example, all languages spoken by children are equally valued and children are given more time to talk and think through their responses to questions and express their ideas and understanding.

Staff have good skills in observing children's interests and an effective key person system ensures there are efficient methods for observation and assessment. Staff consult parents before children start at the playgroup and gain useful information about their abilities on entry. Written observations of children's achievements and interests are well supported with photographic evidence. This means that staff have a clear picture of children's starting points and are able to plan effectively for their next steps. These records also enable parents and carers with English as an additional language to enjoy very clear, visual images of their children's experiences. Although the staff have not yet implemented the two-year-old progress checks, they have a good understanding of its requirements and systems that will help them to do so.

Children express themselves through painting and drawing using a range of tools and

materials. Adults support children by creating a space where exploration of snow, colour and shape can progress unhindered. They support children to have the confidence to complete their creations and not hurry their 'work'. For example, while children are getting ready to listen to a story, an adult encourages some children to carry on completing their sculptures made out of snow and children are happy to do this.

Children are beginning to form initial letters of their names and staff extend older children's skills further, which gives them confidence to try to write their name in full. Staff encourage children to learn about sounds and rhymes through singing songs together enthusiastically. Children participate well at story time, during music sessions and circle times, which helps to encourage and extend their communication skills.

Staff encourage children as they play by joining in and offering lots of praise and encouragement. For example, they talk to them about what they are doing as they explore the sensory experience of playdough. As a result, children become excited about what they are doing and talk about the textures, shapes and calculate the amount of sculptures they made with the dough. Staff support children's mathematical development by providing a wide variety of resources such as puzzles and problem solving games. Furthermore, staff encourage children to use numbers in everyday activities. For example, children learn to calculate by adding and subtracting the amount of apple slices during snack time. This enables children to develop an awareness of mathematical concepts in a natural and fun way and helps them to develop the skills necessary for starting school.

The contribution of the early years provision to the well-being of children

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The effectiveness of the leadership and management of the early years provision

Staff are well qualified, experienced and work together very efficiently. The manager makes sure effective procedures are in place to recruit suitable staff. The staff team has a good understanding of safeguarding procedures and know how to make referrals to outside professionals if they have concerns about a child's welfare. The premises are very secure and staff make good use of the robust risk assessments to help keep children safe. This enables them to quickly identify and address any potential hazards to children both on the premises and when on outings. All staff hold a current first aid certificate and have attended child protection training. This means that staff know how to respond to any minor accidents or concerns if the need arises.

The manager leads the staff team effectively, involving them in regular staff meetings, appraisals and allocating areas of special responsibility. Consequently they all work as an effective team to drive improvement in the outcomes for children. Staff access training provided by the London Borough of Harrow and the Pre-school Learning Alliance. Management and staff provide good levels of support for children who have special educational needs and/or disabilities. They work closely with the specialist providers, such as the speech therapist, to provide children and families with the support they need to

make good progress in their learning and development. However, partnerships with other providers of the Early Years Foundation Stage are not fully established, so children do not consistently benefit from a shared approach to their care and learning.

The staff team carry out self-evaluation, reflecting on and evaluating their practice to accurately identify strengths and areas for development. The playgroup's self-evaluation takes into consideration the views of children, parents, carers and other interested parties, such as, advice from the early years development worker and the parents committee. All recommendations from previous inspections have been appropriately addressed and there are clear plans for further improvements.

Management and staff work extremely hard to make sure all parents feel included and are kept well-informed about their children's progress and welfare. Parents' views are frequently sought through discussions, questionnaires and meetings. Discussions with parents shows that they are very happy with the care and learning provided.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within

	12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	508633
Local authority	Harrow
Inspection number	814320
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	25
Number of children on roll	11
Name of provider	Rainbow Playgroup
Date of previous inspection	07/10/2009
Telephone number	07923 570078

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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